
IUSD District English Learner Advisory Committee 2016-2017

Meeting Information

Date: April 26, 2017

Time: 6:00 pm

Location: Irvine Unified School District Board Room

5050 Barranca Parkway

Irvine, California 92604

Facilitator: Lucinda Mroch - TOSA, Language Development Programs (LDP)

Members in attendance: Lucinda Mroch, Alan Schlichting, Jessica Mossbarger, Barbara Vreeland, Alexandra Murphy, Kelly Duncan, Dan Kozak, Sara Thede, Trevor Johnson, Laurie Smith, Samira Junejo, Sherilyn Cammarato, Jamie DiFrancesco, Patricia Farquhar, Julia Hao, Ramona Furness, Shannon Manista, Eric Garcia, Amanda Geddes, Joe Liu, Freya Remmer, Julia Tam, Brendan Geck, Albany Guerrero, Michael Zhou, Nihita Reddy, Fernanda Ruiz, Andy Kim, Kristine Nocon, Shone Tsumero, Susan Oshiro, Kathy Guo, Tony Chen, Se Joon Woo, Chari Chawla, Joe Lin, Kelly Price, Vivian Xi, Aesha Loganda

Minutes:

- I. General Business
 - a. DELAC Business - approve agenda Freya Remmer (1st) and Jessica Mossbarger (2nd)
 - b. Lucinda suggested to approve minutes after panel
 - c. Call to order: 6:10 pm
- II. Student Panel
 - a. Students introduce selves. "Can say 'I pass'?"
 - b. Michael - Freshman at UHS (ELD 2)
 - c. Albany - LSMS (Newcomer)
 - d. Sama - WHS (ELD 1 and UHS/ WHS ELD 2)
 - e. Khashayar - Rancho, SLMS, WHS
 - f. Andy - CP, Irvine HS
 - g. Shota -UHS ELD 1, ELD 2, Sheltered
- III. Question #1 - What was the most helpful outside of school to development of your English language skills?
 - a. Michael: Chinese, sheltered, hard to keep speaking English
 - b. Albany: Hard to speak English all the time, no one spoke spanish
 - c. Sama: Arabic, hard to communicate, need to speak English
- IV. Question #2 - If you attended the Newcomers program and/or sheltered classes, how have they been or not been beneficial?
 - a. Kash: Program not beneficial, ELD 1 (just ELD), hard to improve English, had to wait to speak to normal people, even the program realized that the period was not improving
 - b. Andy: Program helpful with multiple teachers and personalized, had 2 periods, couldn't take electives, same in HS, having too many periods spent in this program, maybe have another program to take other classes.

- c. Shota: Not beneficial, wanted to take a French class, but took 2 years to take it, couldn't take electives, restricting the students,
 - d. Lucinda: Questions tonight are from teachers. Good feedback to improve the program.
- V. Question #3 - How easy/difficult are the textbooks and other materials you have been required to read and use in all you academic subjects?
- a. Sama: First year to read pages. Took 2 hours to translate. Tried to ask dad for help.
 - b. Kash: First year, had to translate the definition of each word to understand. At first it was hard, but now pretty easy. In 8th grade takes 10 min. But now...
 - c. Andy: Depends on your skills, in elem. I had the same struggles because I didn't know most of the words. Went to middle school it got easier.
 - d. Shota: Literature materials are harder than bio or history
 - e. Michael - sheltered classes use the same textbooks. History i can understand, but science is hard. For ELD they are appropriate
 - f. Albany - at first I couldn't read well, but now it takes 5 minutes.
- VI. Question #4 - What types of teaching and learning strategies are helpful?
- a. Shota: I was trying to keep repeating what teacher was saying and it was helpful. I don't know about ELD strategies.
 - b. Salma: through participating, each one of the students learns something, then through socratic seminars, etc. learn from others
 - c. Michael: Prefer to make new word lists, to record the words and next time to see I understand, also translate it in own language
 - d. Albany: So many words to understand, try to understand the definition, so you can communicate in class. Dies the teacher give you the words in advance.
 - e. Kash: Annotating, read the whole paragraph to understand the main idea, context clues, is really helpful
 - f. Andy: Go through each sentence, check each word, and learn in the context
 - g. Sama: Sparknotes!
- VII. Question #5 - What are some other academic challenges you have encountered along the way to become reclassified or fluent?
- a. Khash: socratic seminar was a challenge, CP students and native speakers, I was the icebreaker, I got a high score, but it was a good challenge
 - b. Andy: being motivated to speak English. Sometimes we have other native speakers. In MS I had Korean and Japanese friends. We formed a group and was hard to break away from that to speak more English. In HS I had more chances to speak English, i.e. band, etc.
 - c. Sama: I disagree...I found it difficult to make friends the first year because I did not speak English.
 - d. Albany: presentations, very difficult, today i had one in science and it was so bad, friends say they don't understand you
 - e. Michael: when I say something to native speaker my grammar, but that is not the way they speak, idioms are hard
- VIII. Question #6 - What resources have been useful or programs
- a. Michael - TA has been helpful, I can ask them (IAs)
 - b. Albany - YAT to speak English has been helpful
 - c. Sama - I agree, TA's are really good. She would sit down and read it with me. It was beneficial
 - d. Khash - we use more advanced templates. That is a useful resource.

- e. Andy - TA's are helpful. In MS, 3 people I know, I talk with them every day, helpful, they follow us around in math and science, they follow us around.
- IX. Question #7 - What other resources programs would have been helpful?
- a. Shota - now there are a lot of videos online You Tube, Free, good resource,
- X. Question #8 - What were some of the most helpful classroom activities in helping you develop your English skills?
- a. Sama: I liked Socratic seminars, good communication skills, we had to tell a story, anyone could just say a story, they listened to me and helped me, it was embarrassing, but I liked it.
 - b. Michael: I think having parties is most helpful , halloween party, we learned vocabulary, etc. Freya!
 - c. Albany: hearing everyone else's idea.
- XI. Question #9 - What advice would you give a student just entering the ELD program?
- a. Michael: 2 life groups, helps me learn conversation
 - b. Albany: I love music, helps me speak, listen and read, read the lyrics
 - c. Sama: I feel really passionate . I had a friend Yasmins, she will correct my essays, help me speak, and correct me, a friend who can listen to your poor English skills
 - d. Kash: movies and documentaries are very good. I turned on the subtitles, i could read and understand the audio, etc.
 - e. Andy: Best resource is people. I came when I was young. I could play with kids in my neighborhood. Play tag, etc. Watch children's TV and cartoons. Someone to talk to and listen to.
 - f. Shota: Since I am planning to go back to Japan for university. I had to practice for everything, writing, liste, TOEFL?
- XII. Question #10 - How do you feel about the level of your English now? What are you currently working on improving?
- a. Kash: my English is pretty decent , but not perfect, trying to improve my accent. Most important thing to be accepted ingroups, my writing skills, to be a CP student.
 - b. Sama: I will be satisfied with my English, first my accent is not good, I need to work on writing, grammar, speaking and reading.
 - c. Michael: conversational English is so so. NOt too bad, need to work on academic English in science.
 - d. Albany: my English is not that good, I don't like my accent, some people don't understand.
 - e. Shota: I don't think I am very good. The best way is to study vocabulary.
 - f. Andy: conversational English. I have lived here for half a decade. Just need enough time. Anyone will be comfortable. Eventually we will all go to college. Have to work on academic English.
 - g. Lucinda: Your teachers feel you are progressing. You were nominated
 - h. Albany: I would tell them to ask questions. The first time for my test I did so bad. Study and ask questions.
 - i. Abdy: Even if you are really shy, try and talk with people of different languages. In Newcomers in MS, we had Spanish, French, Chinese, Portuguese, etc. We had a lot of different people. It was helpful to talk to other people.
 - j. Sama: you should speak up. Even if you are embarrassed, in ELD everyone is like me. But by the time...it improved...just talk!

- k. Kash: Try to avoid the people from your own culture, try to get friends who speak English so they can correct you and in 9th grade, only persians, in 10-11 more english speaking friends.
- l. Sota: important to not get stressed. I have seen people forced to study English. Relax to study English.
- m. Michael: keep speaking English all the time, don't be shy to make friends with English speakers.
- n. Lucinda: thank you very much. I hope you feel that you are advancing and
- o. Michael: I appreciate all of the staff in the ELD
- p. Sama: thanks Mr. Kozak and ELD program staff
- q. Albany: Ms. MOrose was patient with me.
- r. Khash: Same. I want to thank all of the teachers, thanks to them, they made us improve our English
- s. Lucinda: You and your families are welcome to go, thank you.

XIII. DELAC Business -

- a. Minutes approved by Samira Junejo (first) Patricia Farquhar (second)
- b. Alexandra Murphy and Trevor Johnson approved agenda

XIV. LCAP Presentation - Alan Schlichting

- a. The group had opportunities to give input. Thank you for having me on. Please go to [TodaysMeet.com/delaclcap](https://www.todaysmeet.com/delaclcap)
- b. One of the requirements is to take questions: group that reps low income and foster students (PTA), ELs (DELAC), Board Presentation to community
- c. New funding in CA, old formula 40 years old.
- d. LCAP formula plan district designs on how money is distributed. Terry Walker often says we are funded "the lowest in the universe." 47th in nation as far as funding. We are a high performing district and area we live in.
- e. Base money (per pupil) and supplemental money (all district) additional for every EL, low income, and foster youth
- f. 40% in district have been ELs. Concentration, we don't receive any of that money
- g. Districts who are winners: LA, Long Beach, Sacramento, SF, etc. some of that should happen, but for us it puts us in a tough spot. We are doing well because we are a growing district. Our expenditures can't keep up. First year teachers cost less. Other districts, teachers are being paid more.
- h. People are our biggest expenditure. Newer employees will catch up with us over time. We take recommendations from our community...what should we fund to make our district better.
- i. This year we have 8.5 mil. One time money. In past years it was ongoing, every year. Then some one time money. We did get one time money this year, we have to pay for the growth, most was paid for out of our facilities fund, we have to pay for principal, custodial, teachers are step in column, fit that growth in
- j. Certificated and classified staff (aides, non-teaching) they pay into STRS and PRS, state has said they are running into trouble with paying some of the money, they are asking districts to pay 12% (later 18%). Also asking teachers to pay into it more. 8 mil. This year to pay that bill. It impacts the money we have been getting.
- k. We have 4 goals
 - i. All students meet standards
 - ii. Rigorous and relevant tools
 - iii. Positive school environments
 - iv. Communicate with community and build good relationships

- I. Share this handout with stakeholders
 - i. New investments this year
 - ii. Irvine Family Resource Center (\$125,000) one time money
 - 1. Counseling
 - 2. Help get resources to families
 - 3. Individual counseling
 - 4. Family counseling
 - iii. Student Online
 - 1. Contract with Schoolnet is ending
 - 2. Looking for better alternatives
 - iv. Tech Maintenance
 - 1. Vehicles
 - 2. 1-1 technology
 - 3. Projectors
 - 4. Replace old tech
 - v. Classroom Tech Grants
 - 1. Competitive manner
 - 2. Move forward with implementing tech
 - 3. Have a lot of talent in our district to try and model
 - vi. Professional Learning Software
 - 1. Through schoolnet
 - 2. Instrument repair person
 - vii. Science Equipment Repair Contract
 - 1. Elementary broken microscope, now someone will pick it up and bring it back
 - viii. Assistive Technology Devices
 - 1. Autism changes
 - 2. Trying some new programs
 - ix. Summer Athletic Camp Augmentation
 - 1. Growing number of students
 - 2. Make sure as many students as possible can access
 - 3. \$30,000 over 2 years
- m. Survey Response
 - i. 1,000 parents
 - ii. Proposed action
 - iii. 5 pt. Scale
 - iv. Highly likely, likely, not likely, will not, no opinion
 - v. People can add comments
 - vi. Can see trends
- n. Items we would like to continue to fund
 - i. Summer school programs - we don;t have money for this or next summer, so using money for this
 - ii. Technology Matching Program (used to be computer matching) - scaled based on the need of the school. If school doesn't have a lot of PTA support, etc...try to provide..to get 1-1 at all school sites
 - iii. Technology Mentors
 - iv. Education Technology (TOSA)
 - v. Primary Art Instruction
 - vi. Instrument Repair Supplies
 - vii. Textbook Funding (7 mil for new adoption)

- viii. Curriculum Teachers (TOSA) - want to extend for 1 more year
- ix. Online Learning - easy to change programs as curriculum changes
- x. Augmentation to Elementary Resource Counselor Program - clinically trained counselors, have a higher level of specialty
 - 1. Allen - we are short, requests for more support, original plan was to hire counselors, figure to afford 1 day per week, but as we spoke to admins, found that they needed someone licensed for social/emotional (generally cost less than certificated). Number 1 request for elementary resource counselor (ERC)
 - 2. Allen to Freya: You're paying more. All teachers contribute to retirement
- xi. Trevor: Will that amount go up?
 - 1. Right now there is a fixed amount
 - 2. You can go to STRS website to find out
 - 3. This has only been in the last two years
- xii. Freya: summer school, base program VS. _____ program
 - 1. Allen: elementary program was paid for with "extended learning" money
 - 2. Looking for neediest students...
 - 3. Secondary - they had 100,000 would run a program and augment with donations...can keep class running if enough donations
 - a. Less now because we can use this additional money to supplement
 - b. Do families donate?
 - i. Our secondary programs they are getting good amounts of money (80-150,000 per school)
 - ii. IPSF at many of our schools
- xiii. Allen: We don't include everything we spend money on.
 - 1. We also increase our supplemental to our EL population
 - 2. There will be more that EL money...LDP staff brainstormed ways we can support students
 - 3. Overlapping services to meet neediest students
- xiv. Parent: when you talk about textbooks 7 mil? What is that for?
 - 1. Allen - one series which will support
 - 2. Jess - it is a curriculum
 - 3. 7 year adoption
 - a. Why don't you buy something online? Online programs are only for 1 year, but textbook will last us for 10 years
- xv. Freya: At HS level, teachers try to be conservative about which resources they will use
- xvi. Lucinda: Some really high level research into learning strategies for the teacher
- xvii. Allen: On the bottom of your handout, links to CA Dept Ed, more data available, see Dashboard. On our website see link to our survey. (Showed parents how to get there on IUSD website) Link to survey here. Explained parts of the survey.

xv. Reclassification

- a. Lucinda: Dan K. (1st) Alexandra M. (2nd) minutes from February
- b. We are in the process of reclassifying students
- c. Guidance from state level

- d. Same as last year
- e. SBAC level 3 meets standards. Taking students who have been EL and can perform at same level as fluent speakers. Have district benchmarks. Teachers play a huge role, they work with student on a daily basis. Parents have input.
- f. By next meeting on May 17th, we will have our numbers back. In contact with EL Coordinators.
- g. Right now we are reclassifying students in grades 4-12.
- h. SBAC is one criteria. In fall we are going to rerun reclassification process. NOte looking at 3rd grade because they haven't had the SBAC yet, which is why it starts in 4th grade

XVI. Closing (Lucinda)

- a. Any questions?
- b. Want to thank you for being here.
- c. May 17th - summer school, reclassification, adoption, etc.
- d. Love seeing all of these new parents.
- e. Adjourned at 7:10pm